

Pupil premium strategy statement – Bayford CofE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	M Foster
Pupil premium lead	M Foster
Governor / Trustee lead	B Lambie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,915

Part A: Pupil premium strategy plan

Statement of intent

At Bayford Primary School, every one of our disadvantaged children is important to us. We understand that disadvantaged pupils don't lack talent or ability but can lack opportunity. As such, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and those children who are already achieving high attainment continue to make good progress. We ensure that prior attainment does not set limits on our ambitions for our pupils. Our strategy is rooted in assessment of children's learning rather than assumptions due to their pupil premium status.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who may be young carers and our actions are intended to support their needs, regardless of whether they are disadvantaged or not.

We intend for all of our pupils from a disadvantaged background to leave Bayford Primary School as confident individuals who have reached their full potential and are the best person they can be having made progress across all curriculum areas in line with our non-disadvantaged pupils.

Our Pupil Premium Strategy is designed to meet these intentions through investing in high quality teaching, targeted academic support and appropriate nurture and support to address the emotional and social needs of our vulnerable children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Behaviour challenges within some classes preventing disadvantaged children from concentrating on their learning.
2	Internal assessment data shows that writing is a specific area that needs developing for PPG children (71% of PPG children were PRE or WTS at end of 2023/23 academic year).
3	Internal assessment data shows that maths is a specific area that needs developing for PPG children (50% of PPG children were WTS at end of 2023/23 academic year).
4	Limited access to wider opportunities that promote aspiration and develop cultural capital.

5	Our observations and discussions with pupils and families have identified social and emotional (wellbeing) issues for many pupils, notably due to the challenging behaviour of other children.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Behaviour across the school has improved, allowing PPG children better engagement with their learning.	All children will be better engaged with their learning activities.
Improved writing attainment among PPG children.	KS2 writing outcomes at the end of 2023/24 show that more than 50% of PPG children are at the expected standard.
Improved attainment in maths among PPG children.	KS2 maths outcomes at the end of 2023/24 show that more than 60% of PPG children are at the expected standard.
All disadvantaged children will have the same opportunity to access the wider curriculum.	Disadvantaged children will take part in music lessons, school trips and residential.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by the end of 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant reduction in anti-social behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
English adviser from HfL to support English subject leader create a long-term plan for writing and help to write a plan for improving writing across the school and support subject leader to implement the plan.	HfL are a proven education support company.	2
CPD for teaching staff.	Evidence shows that quality first teaching has the most significant impact on pupil attainment.	2
Resources for writing – high quality books to support the teaching of writing.	Well written, high-quality books will engage the children and promote writing for pleasure.	2
Engage in the HfL Maths Mastery Readiness Workshops.	Evidence from the Education Endowment Foundation suggests mastery learning improves outcomes in maths. HfL are a proven education support company.	3
Recruit an experienced UKS2 teacher to allow children in Year 5 & 6 to be taught separately for maths and English.	It is well known that children learn better in smaller classes due to lower ratios of adults to children. Anti-social behaviour of challenging children will have impact on fewer children.	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom based teaching assistants.	Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.	2, 3
Delivery of Fischer Family Trust Wave 3 intervention.	FFT research shows an increase in reading and writing skills. Previous impact of targeted interventions using Wave 3 as highlighted in pupil progress meetings.	2
Support staff to deliver Dynamo maths intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	3
Support staff to deliver Whizzy Words English interventions.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	2
Support staff to deliver Rapid Readers reading interventions.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	2
Support staff to deliver Literacy Toolbox intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a pastoral lead role in school for a teaching assistant to allow children to be	The school has written reports from teaching assistant who meets regularly with children already to	5

supported with their mental health and wellbeing. The pastoral TA will also be a link between home and school.	support their mental health and wellbeing in school.	
Send pastoral lead TA on training to become the school's ELSA (Emotional Literacy Support Assistant).	The ELSA programme is a proven method for ensuring children's mental health and wellbeing is supported.	5
Arrange for each class to spend one day per half-term on outdoor learning activities such as forest school. Book sessions for individual children to take part in additional outdoor learning sessions with local authority.	<p>Feedback from children indicates that outdoor learning is good for their wellbeing.</p> <p>Studies show that outdoor learning can have a positive impact on a child's wellbeing.</p>	4, 5
Financial support to disadvantaged families for trips, clubs and further wider opportunity experiences e.g. music lessons.	<p>The Importance of Music – DfE</p> <p>ArtsEd research, music and academic</p> <p>NFER research shows that ensuring high quality opportunities for all is effective in promoting good attainment.</p>	4
Employ an MSA/Play Leader to provide high quality games and activities to engage pupils and manage challenging behaviour.	Previous experience has shown that when there are activities and games provided, children are less inclined to show challenging behaviour.	1
SENCO to deliver Talking and Drawing therapy to children who need it.	Previous experience of this intervention has resulted in positive outcomes with children's behaviour and wellbeing.	5
Family Support Service. Specialists available to support and work with families	Research shows that many vulnerable families have complex needs beyond financial difficulties.	5

undergoing difficulties.		
Run a whole-school wellbeing event.	Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour.	5

Total budgeted cost: £20,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

100% of disadvantaged pupils benefited from financial support for attendance of clubs or trips over the course of the year.

100% of disadvantaged children took part in wellbeing activities such as forest school.

Disadvantaged Pupils Attainment compared to non-disadvantaged pupils for 2022/2023 based on teacher assessments.

KS1 (3 pupils)

	Disadvantaged Pupils Attainment (EXS or GDS)	Non-disadvantaged Pupils Attainment (EXS or GDS)
Reading	66%	68%
Writing	66%	59%
Maths	100%	86%

KS2 (9 pupils)

	Disadvantaged Pupils Attainment (EXS or GDS)	Non-disadvantaged Pupils Attainment (EXS or GDS)
Reading	44%	74%
Writing	11%	37%
Maths	44%	66%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dynamo Maths	Third Space Learning
Times Table Rock Stars	TT Rock Stars
FFT Wave 3 Intervention	Fischer Family Trust